COURSE NUMBER: Social Work 941 (3 credit hours)

COURSE TITLE: Teaching Practicum

INSTRUCTOR: Kim Strom-Gottfried, Ph.D.
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SEMESTER: Fall 2018

COURSE DESCRIPTION: This practicum provides a range of supervised classroom opportunities and seminars designed to prepare doctoral students for teaching in social work education.

PURPOSE: The goal of this practicum is to familiarize aspiring professors with evidence-based practices for instructional design and delivery in social work education. Students achieve this goal through a supervised learning experience with a teaching mentor and seminars on syllabus construction, learning objectives, instructional methodologies, strategies for evaluating student performance, and managing sensitive issues in the classroom. The seminars will also provide an opportunity for students to discuss their progress in the practicum and receive feedback from their peers and the instructor.

OBJECTIVES: At the conclusion of this course, students should be able demonstrate the following at beginning levels:

• Knowledge of the history, philosophy, mission, organization, and curricular linkages of social work education at the B.S.W. and M.S.W. levels

• An awareness of one's preferred teaching style and knowledge of how to adapt teaching to the learning styles of students.

• The ability to design instructional activities (e.g. lecture, discussion, exercises, etc.) that help students gain understanding, knowledge, and/or skills in a particular area of social work.

• The ability to implement these instructional activities and various educational methods in ways that facilitate, enhance, and amplify students' learning and skill development.
• A developing competence in the design, implementation, and grading of student evaluation methods for social work (e.g., papers, tests, presentations).

• An ability to assess and critique their own and their colleagues' teaching style, instructional methods, and general strengths and weaknesses as social work instructors.

TIME EXPECTATIONS: As this is a three credit hour course, students will spend approximately nine hours per week on related activities including reading and other preparation, attending the mentoring class and the teaching seminars, grading papers, and completing assignments.

ASSIGNMENTS: All assignments should be submitted by the due date. No grades of incomplete will be given except as in accordance with University policy.

Practicum with Teaching Mentor
The in-class experience you have with your teaching mentor is a prominent feature of the course. As such, the evaluation from your teaching mentor (attached) counts for 30% of your final course grade.

The requirements of the mentoring experience are as follows:

a) Review the course outline with the teaching mentor:
   • Understand how the course fits with the social work curriculum
   • Understand how the course components fit together and meet objectives
   • Review the rationale, relevance, and purpose of the required readings, papers, tests, and other course assignments
   • Identify area(s) for which you could take responsibility

b) Work with the teaching mentor in class:
   • Attend the class regularly.
   • Determine expected roles and interaction in class between you and the teaching mentor, and explain this to members of the class. For example,
     1. During lecture or discussion are you encouraged or expected to enter the teaching process? How often? To what extent? Or, will your reactions and input be sought at periodic intervals? Are you expected to volunteer input or be called upon?
     2. Should you meet with class members if they request an appointment?
   • Discuss the way in which you will participate in the grading of class examinations, papers, and presentations. While student evaluation is the responsibility of the primary instructor and the practicum experience is not analogous with a teaching assistantship, you should have the opportunity to experience student evaluation over the course of your practicum.
c) Design and deliver six contact hours (e.g. two class sessions):
You will take lead responsibility for teaching at least six hours of class during the semester. The exact configuration will be decided by you and your faculty mentor. At least three contact hours will be videotaped for my review and your self-assessment. I recommend that you tape both sessions and select one to submit. You should also develop an instrument or process to gather evaluative feedback from the students after each of your sessions. That data is a required part of the teaching portfolio (below).

d) Develop a Learning Contract
Share this syllabus and the course text with your teaching mentor. Negotiate a contract that explicates roles, time and teaching commitments (and schedule), class related office hours, grading responsibilities, dates of teaching responsibilities, etc. This contract is ungraded and should be typed and submitted to me on or before September 4.

Lesson Plans:
Develop a lesson plan for each class session you will teach (minimum of two, 2.5-3 contact hours each). The plan should include the session topic, educational objectives, outline, lecture notes, and planned educational/instructional vehicles. You should also submit excerpts of the course syllabus to indicate how your sessions, reading assignments, etc. fit into the larger framework of the class and the teaching materials used for the session (slides, handouts, activities). Each lesson plan is worth 10% of your total grade and should be submitted within a week of the class session for which it was designed.

Instructor- and Self-Evaluation
Choose at least one of your class sessions (or some other 2.5-3 hour segments) for videotaping and work with CITU to reserve and set up the equipment. Submit a copy of the video to me. I will provide written developmental feedback and will complete an evaluation form (attached) assessing various aspects of your delivery and classroom management. This is worth 5% of your final grade. It can be submitted within a week of the taped class session OR with your portfolio.

a) Later in the semester, review the video and complete a narrative self-assessment of at least three pages in length. This is not a critique of the session you designed or of the lesson plan as much as it is an assessment of your instructional style, clarity, presence, response to students’ actions and questions, etc. The critique should specifically address strengths and weaknesses in the course session and should reflect an understanding of course materials and the research on teaching excellence. This is worth 15% of your final grade and will be submitted with your portfolio.
Teaching Portfolio
This portfolio is intended to consolidate products that demonstrate your capacity as a teacher and help you articulate these strengths as you enter the job market. Some of the components will be graded separately and others will be graded as part of the portfolio. It will contain: a statement of your teaching philosophy and style (this should reflect feedback from your teaching mentor, your 941 instructor and your classmates, as well as your own self-assessment), student evaluations from the course sessions for which you were responsible, all teaching materials you develop or adapt for use in your class sessions, and a videotape of a teaching session. See Chapter 54 in Davis for guidance on constructing a portfolio. This assignment counts for 20% of the total grade. The grading rubric will be developed as part of class. It is due by 5 on Monday December 3, unless otherwise negotiated.

Class Participation
Your contributions to the teaching seminar count for 10% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, environmental scanning results, contributions to small group assignments, and informed participation in class discussion. Points will be deducted from the base score if you miss class, are late, or are unprepared.

Assignment Weighting:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in seminars</td>
<td>10%</td>
</tr>
<tr>
<td>Lesson plans (10% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Instructor evaluation of session video</td>
<td>5%</td>
</tr>
<tr>
<td>Self-evaluation of session video</td>
<td>15%</td>
</tr>
<tr>
<td>Teaching Mentor’s evaluation</td>
<td>30%</td>
</tr>
<tr>
<td>Teaching portfolio</td>
<td>20%</td>
</tr>
</tbody>
</table>

100%

Grading:
The lesson plans, self-evaluation, and instructor evaluation will be graded on the following scale.

H = 98 points. Clear excellence. The assignment is well-written without errors of grammar, punctuation, or sentence structures. All elements of the assignment are addressed with sufficient depth. The assignment reflects familiarity with the relevant knowledge base and accurate incorporation of concepts from course materials.

P = 87 points. Satisfactory. While entirely acceptable, the assignment is deficient in one or more of the following areas: It contains some errors of grammar, punctuation, or sentence structures, not all elements of the assignment are addressed with sufficient depth, the assignment is not sufficiently supported by the relevant knowledge base, or concepts from course materials are insufficiently or inaccurately applied.
L = 75 points. Unsatisfactory. The assignment is deficient in several of the following areas: It contains some errors of grammar, punctuation, or sentence structures, not all elements of the assignment are addressed with sufficient depth, the assignment is not sufficiently supported by the relevant knowledge base, or concepts from course materials are insufficiently or inaccurately applied.

F = 65 points. Clearly substandard. The assignment contains significant errors in grammar, punctuation, or sentence structures, is unresponsive to the requirements of the assignment, and lacks depth of analysis and support from the relevant knowledge base. Concepts from course materials are insufficiently or inaccurately applied.

The following scale will be used to render the final course grade:

- **H** 94 -100
- **P** 80 - 93
- **L** 70 - 79
- **F** 70 and below

**BIBLIOGRAPHY:** Required texts, documents, and websites for the seminar are listed below. A selection of additional readings will be listed on a bibliography available on Sakai and an additional list of resources will be distributed at the end of the semester.

**REQUIRED TEXT(S):**

**RESOURCES:**
To help you become familiar with the resources available to you as you embark on your teaching career, each class member will engage in environmental scanning during the course of the semester, using these and other sites to identify materials that may be useful for instructors, or that address contemporary higher ed classroom issues. You are asked to bring three resources to class(es) at some point in the semester and describe them briefly to practicum members, then send links to citations for the resources to me. I will compile a cumulative list of resources to distribute at the end of the semester.

The UNC Center for Faculty Excellence and the CSWE website listed below have additional materials for curriculum development and teaching. For example, the CSWE website lists a number of publications under the Council’s “Resources for Educators” Series. These cover topics such as ethics education, social work with First Nations, spiritual diversity, and lesbian, gay, bisexual, and transgender considerations in social work education.

Center for Teaching and Learning. (1997). *Teaching for inclusion: Diversity in the college classroom.* Chapel Hill, NC: University of North Carolina at Chapel Hill. (Available at no
charge from the UNC Center for Faculty Excellence or at

Chronicle of Higher Education (if materials you want are behind a paywall, contact me for access)
www.chronicle.com


Faculty Focus: Higher Ed Teaching Strategies from Magna Publications
https://www.facultyfocus.com

Inside Higher Ed: Higher Education News Career Advice, Jobs
https://www.insidehighered.com

MERLOT Multimedia Educational Resource for Learning and Online Teaching,
http://www.merlot.org/merlot/index.htm

Writing Resources
The School of Social Work offers a variety of helpful writing resources on its website at http://ssw.unc.edu/students/writing. The School is also one of the few professional schools at UNC that provides writing support for its graduate students. Writing support is open to all students, but it is a limited resource. You’re welcome to make an appointment to discuss specific writing issues and written assignments. Appointments are scheduled “first come, first served,” with priority given to those referred by faculty. Contact the Team at SOSWwritingsupport@gmail.com if you need assistance.

Policy on Academic Dishonesty
In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Policy on Accessibility Resources and Services
The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at
any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at http://accessibility.unc.edu, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Course Outline

Prior to beginning the practicum, we will have met to discuss your learning needs and teaching interests and begin to identify faculty members who might serve as mentor teachers. You will then contact those faculty to explore and finalize mentorship arrangements, and develop a learning contract for the practicum. The format for the seminar is based on the understanding that you are a prepared and active learner. Reading the assigned materials prior to the date they are due is a prerequisite to getting the most out of class sessions and successfully meeting the course objectives.

**READINGS AND COURSE OUTLINE**

**Session 1 – Tuesday 8/21, 5:30 – 6:30 p.m.**

**Topics:**
- Orientation and course overview
- Planning for seminars and practicum
- Identifying learning needs
- Working with the teaching mentor
- Frameworks for teaching

**Session 2 – Tuesday 8/28, 5:30 – 6:30 p.m.**

**The mechanics of course construction**
- Syllabus development
- Learning objectives

**Readings:**
- Davis Chapter 1, Designing or Revising a Course
- Davis Chapter 2, The Comprehensive Course Syllabus
Session 3 – Tuesday 9/4, 5:30 – 6:30 p.m.
Using (Misusing) Common Instructional Methods
   Lectures
   Written materials and Readings
   Discussions
   Audio Visuals
   Experiential

Readings:
Davis  Chapter 1, Designing or Revising a Course
Davis  Chapter 2, The Comprehensive Course Syllabus
Davis  Chapter 9, Leading a Discussion
Davis  Chapter 10, Encouraging Student Participation in Discussion
Davis  Chapter 15, Delivering a Lecture
Davis  Chapter 16, Explaining Clearly

Session 4 – Tuesday 9/11, 5:30 – 6:30 p.m.
Topics:
   Applying the evidence base to real life in the classroom
   Check-in
      Sharing observations
   Q & A
   Working with a Teaching Mentor

Readings:
Davis  Chapter 3, The First Days of Class
Davis  Chapter 4, Classroom Conduct and Decorum
Davis  Chapter 52, Early Feedback to Improve Teaching and Learning
Davis  Chapter 53, Video Recordings and Classroom Evaluation

Session 5 - Tuesday 9/18, 5:30 – 6:30 p.m.
Topics:
   Lesson Planning
      Session objectives
      Time management

Readings:
Davis  Chapter 14, Preparing to Teach the Large Lecture Course

10 Steps to Developing a Quality Lesson Plan.
http://www.lessonplanspage.com/WriteLessonPlan.htm

Session 6 - Tuesday 9/25, 5:30 – 6:30 p.m.
Topics:
  Teaching tools
  Instructional style
    Identifying strengths and weaknesses
  Video critique

Readings:
Davis  Chapter 12, Asking Questions
Davis  Chapter 13, Fielding Students’ Questions
Davis  Chapter 20, Web 2.0
Davis  Chapter 24, Case Studies
Davis  Chapter 25, Simulations
Davis  Chapter 51, PowerPoint Presentations

Session 7 - Tuesday 10/2, 5:30 – 6:30 p.m.
Topics:
  Applying the evidence base to real life in the classroom
    Check-in
    Sharing observations
    Q & A
  Group learning and projects

Readings:
Davis  Chapter 21, Learning in Groups
Davis  Chapter 22, Informal Group Learning Activities
Davis  Chapter 23, Formal Group Learning Activities

Session 8 - Tuesday 10/9, 5:30 – 6:30 p.m.
Topics:
  Evaluating student progress
    Informal measures
    Written work
    Exams
    Designing grading rubrics for the teaching portfolio

Readings:
Davis  Chapter 32, Informally Assessing Students’ Learning
Davis  Chapter 34, Helping Students Write Better in All Courses
Davis  Chapter 35, Designing Effective Writing Assignments
Session 9 - Tuesday 10/16, 5:30 – 6:30 p.m.
Topics:
  - Fostering academic integrity
  - Ethics for Academics

Readings:
Grady, M.D. & S, Mr. (2009). Gatekeeping; Perspectives from both sides of the fence. 

Session 10 - Tuesday 10/23, 5:30 – 6:30 p.m.
Topics:
  - Planning for diverse learners
  - Motivation
  - Learning styles
  - Differences in students’ language, race, gender, age, sexual orientation, ethnicity, faith, political affiliation, course level, major, interest, preparation, experience, health, ability.

Readings:
Davis  Chapter 5, Diversity and Inclusion in the Classroom
Davis  Chapter 6, Students with Disabilities
Davis  Chapter 29, Helping Students Learn
Davis  Chapter 30, Learning Styles and Preferences
Davis  Chapter 31, Motivating Students

Session 11 - Tuesday 10/30, 5:30 – 6:30 p.m.
Topics:
  - The context of course decisions
  - Higher education
  - Accreditation
  - EPAS
  - School auspices, mission, goals
  - School curriculum
  - Vertical and horizontal integration
  - Applying the evidence base to real life in the classroom
  - Check-in
  - Sharing observations and experiences
  - Q & A
**Readings:**

Leloudis II, J. L. “What’s a University For?: Reflections on Carolina’s History.” 2004 Gladys Hall Coats University History Lecture. (6pgs) http://www.lib.unc.edu/ncc/ref/coates/leloudis.html

CSWE Educational Policy and Accreditation Standards


**Session 12 - Tuesday 11/6, 5:30 – 6:30 p.m.**

**Topics:**
- Addressing classroom challenges
  - Apprehensions and mutual aid
  - Transference/Countertransference
  - Emotionally charged content
  - Difficult students or groups (silent, hostile, monopolizing, under-prepared)
- Other fears and dilemmas

**Readings:**


**Session 13 - Tuesday 11/13, 5:30 – 6:30 p.m.**

**Topics:**
- Professional development
- Improving teaching through self-evaluation and student feedback
Resources for continuing professional development
Supports for the instructor
Developing and using a teaching portfolio

Readings:
Davis Chapter 60, Student Rating Forms


**NO CLASS, TUESDAY NOVEMBER 20**

Session 14 - Tuesday 11/27, 5:30 – 6:30 p.m.
Topics:
- Synthesis
- Course termination
- Course evaluation

Readings:
Davis Chapter 59, The Last Days of Class


PRACTICUM EVALUATION

Student:

Teaching Mentor:

Term/Course/Date:

Scale: 1 = not at all, 2 = to a limited extent, 3 = to a moderate extent, 4 = to a great extent, 5 = completely, NA = not relevant/ no chance to observe

Overall Preparation and Performance

___ 1. To what extent was the student prepared for each class session (in keeping with expectations in learning contract)?

___ 2. To what extent did the student demonstrate interest in the pedagogical decisions in the class?

___ 3. To what extent did the student make relevant and timely contributions to class sessions?

___ 4. To what extent did the student appropriately manage the boundaries of the instructional role with course participants?

___ 5. To what extent did the student’s contributions to grading reflect command of the material?

___ 7. To what extent did the student’s contributions to grading adhere to grading practices or rubrics used for the course?

___ 8. To what extent did the student adhere to other agreements set forth at the beginning of the semester in the learning contract?

For Assigned Instructional Responsibilities (first 3 hour session)

___ 9. To what extent was the student’s lesson plan congruent with course objectives for the assigned sessions?

___ 10. To what extent did the student’s lesson plan reflect effective teaching practices?
11. To what extent did the student’s delivery of lessons reflect effective teaching practices? Address each of the following:

___ Clear explanation of session purpose and relationship to other course content
___ Utilized clear explanations and examples
___ Material was clearly organized
___ Content was appropriate for range of class members
___ Delivery utilized various teaching techniques
___ Prepared sufficient material for time allotted
___ Allotted and managed time appropriately
___ Was familiar with/prepared for use of technological aids
___ Was aware of nonverbal cues in class
___ Made eye contact with all class members
___ Displayed familiarity with session readings and other content
___ Referred to class members by name
___ Conveyed enthusiasm for class material
___ Demonstrated understanding for topics and issues related to session content
___ Effectively solicited and answered questions from class
___ Was able to respond extemporaneously to class questions and comments
___ Engaged intellectual curiosity of class members
___ Avoided needless digressions in lecture or discussions
___ Spoke clearly and audibly
___ Varied vocal tone, tempo, and intonation
___ Listened carefully to class questions and input
___ Effectively managed class discussions, using verbal and nonverbal techniques to encourage and limit input, as appropriate.

Comments and examples:
For Assigned Instructional Responsibilities (second 3 hour session)

12. To what extent was the student’s lesson plan congruent with course objectives for the assigned sessions?

13. To what extent did the student’s lesson plan reflect effective teaching practices?

14. To what extent did the student’s delivery of lessons reflect effective teaching practices? Address each of the following.
   ___ Clear explanation of session purpose and relationship to other course content
   ___ Utilized clear explanations and examples
   ___ Material was clearly organized
   ___ Content was appropriate for range of class members
   ___ Delivery utilized various teaching techniques
   ___ Prepared sufficient material for time allotted
   ___ Allotted and managed time appropriately
   ___ Was familiar with/prepared for use of technological aids
   ___ Was aware of nonverbal cues in class
   ___ Made eye contact with all class members
   ___ Displayed familiarity with session readings and other content
   ___ Referred to class members by name
   ___ Conveyed enthusiasm for class material
   ___ Demonstrated understanding for topics and issues related to session content
   ___ Effectively solicited and answered questions from class
   ___ Was able to respond extemporaneously to class questions and comments
   ___ Engaged intellectual curiosity of class members
   ___ Avoided needless digressions in lecture or discussions
   ___ Spoke clearly and audibly
   ___ Varied vocal tone, tempo, and intonation
   ___ Listened carefully to class questions and input
   ___ Effectively managed class discussions, using verbal and nonverbal techniques to encourage and limit input, as appropriate.

Comments and examples:
As a Learner

___ 15. To what extent did the student seek understanding and input about course processes, incidents and interactions?

___ 16. To what extent did the student seek to apply instructional concepts and readings to process class events and decisions with you?

___ 17. To what extent did the student demonstrate appreciation for the instructional role?

___ 18. To what extent did the student accept feedback from you as a mentor?

___ 19. To what extent did the student incorporate feedback from the class and the mentor in subsequent teaching activities?

___ 20. What is the student’s capacity for accurate self-evaluation of his/her strengths and weaknesses as an instructor?

Additional comments:

Suggestions for additional development:

Recommended practicum grade: H P L F
PRACTICUM INSTRUCTOR’S EVALUATION FORM FOR CLASSROOM TEACHING  
SOWO 941

Student Observed: _____________________________________________

Course and Session: ____________________________________________

CONTENT: (Information is responsive to the objectives for the session [attach] and reflects current developments in the field of study at a depth and complexity appropriate for the students’ level of mastery)

METHOD OF PRESENTATION: (Appropriate strategies are used to convey information and to actively and meaningfully engage students, including lecturing, asking questions that stimulate thought and discussion, and using examples, handouts, audio-visual aids, and small group techniques to promote integration of class content)

EFFECTIVENESS OF PRESENTATION: (Information is presented in an organized and coherent manner that promotes students’ integration of content; objectives and plan of action are clear; content from the current session is linked with previous and future class sessions; main points are summarized; assignments are explained and clarified)
USE OF TIME: (Amount and complexity of content are appropriate for the time allocated, including the use of class exercises to promote integration of class content)

CLASSROOM CLIMATE: (Instructor conveys a sense of respect and appreciation for students and their ideas, encourages students to ask questions and to comment critically on material presented, and demonstrates enthusiasm for the subject)

STRONG POINTS ABOUT STYLE AND CLASSROOM PERFORMANCE:

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

SUGGESTIONS FOR ENHANCEMENT OF PERFORMANCE:

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
GRADE: